DOCUMENT RESUME

ED 475 767 SP 041 491

TITLE	Leading from the Classroom. Highlights from the 2001 NBPTS National Board Certified Teacher Leadership Survey. Special Section of Accomplished Teacher Magazine.
INSTITUTION	National Board for Professional Teaching Standards, Arlington, VA.
SPONS AGENCY	National Science Foundation, Arlington, VA.; Department of Education, Washington, DC.
ISBN	ISBN-999-8048-04-4
PUB DATE	2001-00-00
NOTE	5p.
AVAILABLE FROM	National Board for Professional Teaching Standards, National Office, 1525 Wilson Boulevard, Suite 500, Arlington, VA 22209: Tel: 800-22TEACH (Toll Free); Web site: http://www.nbpts.org.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Alternative Teacher Certification; Career Choice; Elementary Secondary Education; *Instructional Leadership; Job Satisfaction; Mentors; National Standards; Participative Decision Making; Teacher Improvement; *Teacher Leadership; Teacher Participation; Teacher Role
IDENTIFIERS	National Board for Professional Teaching Standards

ABSTRACT

This publication presents highlights from the 2001 National Board for Professional Teaching Standards (NBPTS) National Board Certified Teacher Leadership survey, which involved 2,186 questionnaires from National Board Certified Teachers (NBCTs). The survey examined the leadership activities of NBCTs and how National Board Certification impacted their leadership. Results indicate that: National Board Certified teachers are leading learning communities in a variety of ways (mentoring or coaching candidates for NBPTS certification, mentoring or coaching new or struggling teachers, developing or selecting programs or materials to support or increase student learning, and providing school or district leadership); the NBCT credential has helped NBCTs expand their influence on educational decision making; NBCTs' involvement in leadership activities increases their desire to continue teaching (their involvement in leadership activities positively impacts their feelings about their careers and enhances their career satisfaetion and confidence); and NBCTs are dedicated to pursuing leadership activities that strengthen their profession (most NBCTs report interest in devoting time to teacher leadership activities that support other teachers and the profession). (SM)

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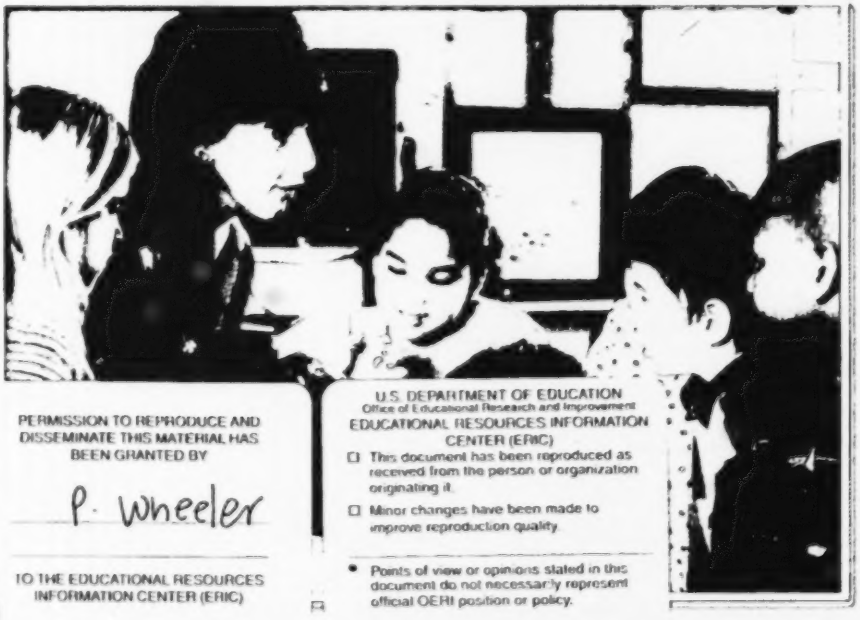
SPECIAL SECTION OF ACCOMPLISHED TEACHER MAGAZINE

LEADING from the CLASSROOM

ED 475 767

As National Board Certified Teachers **expand their leadership** in support of student learning, they are experiencing **increased career satisfaction** and **strengthening their profession.**



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National Board for
PROFESSIONAL TEACHING STANDARDS™

Highlights from the 2001 NBPTS National Board Certified Teacher Leadership Survey

Conducted by Yankelovich Partners

"Children are the focus of teacher leaders."

NBCT Evelyn Sanchez, Early Adolescence/Generalist, New Mexico, member of the NBPTS Board of Directors

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"Leadership is ... the means by which educators have the opportunity to share their expertise and what they've learned with other teachers and the community at large."

NBCT Nancy Duggin, Early Childhood/Generalist, Tennessee, a liaison with the State Farm Insurance Companies-NBPTS joint project, Partners in a Learning Community

Expanding Teacher Leadership

National Board Certified Teachers are taking on a wide variety of leadership roles, and leveraging their NBCT credential to expand their leadership, according to the *2001 NBPTS NBCT Leadership Survey*. Among other activities, NBCTs are developing district-wide curriculum; facilitating candidates for National Board Certification; mentoring new and struggling teachers; and influencing local, state and federal education policy.

"At a time when schools are faced with so many challenges, we are encouraged to find that leadership is coming from the classroom as National Board Certified Teachers take on leadership roles," says Betty Castor, president of the National Board for Professional Teaching Standards (NBPTS). "The challenge now is to further integrate them into the decision-making process, ensuring that their growing leadership capabilities do not go untapped."

By taking on leadership roles, NBCTs are fulfilling the vision of the 1986 document that first proposed the formation of NBPTS, *A Nation Prepared: Teachers for the 21st Century*. This document looked forward to a time when our schools would have teachers who would "provide active leadership in the redesign of the schools and in helping their colleagues to uphold high standards of teaching and learning."

Indeed, NBCT leadership is making a positive impact — on NBCTs themselves, on students and schools, and on the teaching profession. As a result of their leadership, NBCTs often experience increased career satisfaction and an increased desire to continue teaching. Students and schools benefit when NBCTs lead in such ways as helping to write district-wide curriculum and also when NBCTs — feeling increased career satisfaction because of their leadership — plan to keep teaching. The teaching profession benefits from NBCT leadership as well; NBCTs responding to the survey report a deep commitment to participating in activities that help other teachers.

In all, NBCT leadership is worth encouraging.

"The National Board envisions a day when every teacher views National Board Certification as a professional goal, and challenging leadership roles and responsibilities as integral to a rewarding and enriching career," says Patricia K. Sinelli, NBPTS vice president.

NBPTS conducted the study to learn more about the leadership activities of NBCTs and how National Board Certification impacts their leadership.

"The NBPTS NBCT Leadership Program will use the survey results as it develops strategies for supporting NBCTs in expanding their leadership," says Mary Catherine Buday, director of NBPTS teacher leadership

"Leadership is offering new ideas, new visions and interesting ways of showing teachers how to improve students' skills and their own."

NBCT Evelyn Jenkins Gunn, Early Adolescence/English Language Arts, New York, a member of a committee of the National Academy of Education and a Carnegie scholar

"Getting involved with teacher leadership activities 'hooks you up with a group of energetic, ideas-filled teachers. It's energizing and gives you new angles to consider.'"

NBCT Nancy Flanagan, Early Adolescence/Generalist, Michigan, 1992 Michigan Teacher of the Year

initiatives. "Accomplished teachers lead the way to better teaching, better learning, better schools."

Key Survey Findings

NBCTs are leading learning communities in a variety of ways. Virtually all (99.6 percent) of NBCTs said they are involved in at least one leadership activity — and, on average, NBCTs are involved in almost 10 leadership activities. The top leadership activities in which NBCTs report involvement are the following:

1. Mentoring or coaching candidates for National Board Certification (90 percent)
2. Mentoring or coaching new or struggling teachers (83 percent)
3. Developing or selecting programs or materials to support or increase student learning (80 percent)
4. School or district leadership (68 percent)

The NBCT credential has helped NBCTs expand their influence on education decision-making. More than 90 percent of NBCTs say their status as an NBCT gives them more credibility in the education profession — and 81 percent agree that National Board Certification has opened up new leadership opportunities for them. These findings are supported by an increase in participation in some leadership activities after teachers achieve certification. For example, of the 21 percent of NBCTs who said they had been consulted as policy experts on issues that touch teaching and learning, 82 percent took on this role after achieving certification. Similarly, of the 20 percent of NBCTs who serve on a committee or work for the U.S. or a state department of education, 73 percent took on this role after achieving certification.

NBCTs' involvement in leadership activities increases their desire to continue teaching. In general, NBCTs feel that involvement in leadership activities has a positive impact on their feelings about their careers. Involvement in teacher leadership activities makes many NBCTs feel enhanced career satisfaction (94 percent), more significant in the profession (91 percent) and more confident in their abilities as a teacher (91 percent). Involvement in leadership activities also makes many NBCTs feel more effective as educators (89 percent), a greater desire to stay in the teaching profession (85 percent) and that their profession has a lot to offer them (81 percent).

NBCTs are dedicated to pursuing leadership activities that strengthen their profession. A high percentage

"The value of leadership is that teaching becomes a more complete job. Your influence doesn't end when the bell rings. It permeates the system."

NBCT Ed Daniels, Early Adolescence/Generalist, New York, co-coordinator of his district's mentoring program for new teachers

"Because we (NBCTs) have that particular certificate, people ask our opinions — and sometimes act upon them. So we have a voice now, because people are more curious about what we think and more inclined to listen."

NBCT Jacqueline Dukes, Middle Childhood/Generalist, Ohio, currently on an education exchange in Japan

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of NBCTs report interest in devoting their time to teacher leadership activities that support other teachers and the teaching profession. For example, 91 percent of NBCTs are interested in devoting their time to mentoring new teachers; 90 percent to improving respect for the teaching profession; and 89 percent to leading teacher training and/or professional development. In addition, many NBCTs say that helping to strengthen the teaching profession is their responsibility. Substantial proportions of NBCTs say teachers are responsible for encouraging their colleagues to remain

"Normally when teachers think of leaders, they don't think of teachers. This has to change :) :)

Sheree Rensel, Early Adolescence through Young Adulthood/Art, Florida, the coordinator of a Web site for candidates for National Board Certification

in the profession (75 percent); for encouraging people to enter the teaching profession (64 percent); and for ensuring current teachers have access to training (63 percent). AT

About the survey

The survey research is based on 2,186 questionnaires returned by National Board Certified Teachers. In November 2000, surveys were mailed to the approximately 4,800 National Board Certified Teachers who achieved certification before November 2000, and returns were accepted through Jan. 12, 2001. The survey was conducted by Yankelovich Partners, one of the largest U.S. research marketing firms, which has conducted public opinion polls for *Time* magazine since 1973. For a complete copy of the survey data, please visit the NBPTS Web site at www.nbpts.org.

About the NBPTS NBCT Leadership Program

The NBPTS NBCT Leadership Program promotes and supports NBCTs in their roles as teacher leaders. It currently hosts the Annual NBCT Meeting, publishes *Accomplished Teacher* magazine, supports NBCTs making presentations about National Board Certification through the NBPTS Speakers Bureau, and markets NBCT Professional Products. For more information about the program and its offerings, please visit the NBPTS Web site at www.nbpts.org and click on "National Board Certified Teachers."

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NBPTS is funded in part with grants from the U.S. Department of Education and the National Science Foundation. Contents of publications developed under grants from the Department of Education do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal government.

Through September 2000, NBPTS has been appropriated federal funds of $90.8 million, representing approximately 55 percent of the National Board Certification project. More than $75.5 million (45 percent) of the project's cost will be financed by non-governmental sources.

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About NBPTS

The mission of NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools.

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ISBN 999-8048-04-4

9 789998 048041

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